



St Louis Catholic Academy

Marking & Feedback Policy 2022

Date Approved	September 2022
Signed	Betha Byrne (Chair of Governors)
Minuted	28 September (Date)
Date of Next Review	September 2024

Purpose:

To ensure that all children have their work marked in a manageable, meaningful and motivating way to help pupils to progress.

To recognise the need to manage school workload and to follow good practice as set out in the Government School Workload Reduction Toolkit

Introduction

This policy is written to be:

Manageable: marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Motivating: Marking should help to motivate pupils to progress. This does not mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

The approaches used in school are:

- using marking codes
- highlighting learning objectives to show level of achievement verbal feedback during lesson time
- peer assessment
- self-assessment

Outcomes

At St Louis Catholic Academy we believe that the key **purpose of marking** is to support progress in pupil's learning.

By engaging children in the purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teaching team, also builds an atmosphere of trust and respect fundamental to the Gospel values of our school. Marking and verbal feedback shows that teachers and all adults who work with them care about children's work.

As recognises in the EEF Toolkit, effective feedback tends to:

Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone.

The purpose of this policy is to set out a consistent approach to marking that all teaching staff will use to support children in their learning progress. This includes providing marking and feedback when delivering home/school remote learning and academic mentoring.

This policy is for:

- All teaching staff including teachers, supply teachers, academic mentors and teaching assistants who are involved in marking and feedback of any kind;
- For parents and carers to help them understand how marking is used to move all learners on.

The purpose of the marking is:

- For the children's benefit;
- To give feedback on the work they have done and guidance as to what the next step is;
- To provide a regular opportunity for interaction between the adult and child;
- To be used in school and for home learning in the event of school closure or an absent child learning from home.

Principles

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Throughout lessons, teachers should provide individual verbal feedback to children where possible;
- The marking of children's work, either written or verbal, should be

completed prior to teaching the next lesson to allow next step planning to be responsive to learning need;

- Children's skills in self and peer marking and assessment will be developed across the school in an age appropriate way to reinforce self-reflection and independence in learning;

Frequency of Marking

All work should be marked daily in response to the learning objective to recognise that an adult has seen the work. This can be verbal, check marking by an adult or child (depending upon the age and ability of the child) or written feedback;

Where relevant, work in English, Maths and RE should be marked by an adult using written feedback that relates to the learning objective and provides the child with their next steps to learning. This helps them to move their learning on.

For foundation subjects, the learning objective (LO) will be highlighted and work reviewed during a series of linked and planned lessons. PE feedback will be verbal.

Teaching assistants will be responsible for marking when working with a child or group of children. The teacher will use this marking to inform their future planning.

Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive. For redraft and display purposes, children's work may be redrafted, spell-checked and amended to produce a 'final' copy.

Spellings may be selected for correction (by the child, peer or the adult) on the basis of frequent misspellings of high frequency words, key vocabulary that the child needs to learn or has already learnt.

Rubbing out is strongly discouraged. The 'mistake' is important evidence of a child's learning process and should be valued. Where a child makes a 'mistake', the self-correction should be written next to the original error.

Children's involvement in marking and response to next steps feedback

Children have a purple polishing pencil or pen to help them edit and respond to feedback from adults or peers. The skills to use these are taught to children in an age appropriate sequence of development steps to help them to become independent and to support moving their learning forwards.

Self and peer assessment by children can be supported by the use of teacher guides and checklists that relate to the learning objective. These are relevant to the age and ability of the child. The skills to use these are taught in school.

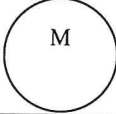
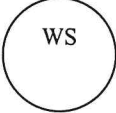
Monitoring and Evaluation

This will be carried out by peers, leadership team, phase leaders, subject leaders, Governors and with the involvement of the whole school teaching team as part of the scrutiny and monitoring arrangements.

Guide Used by Adults Marking Children's Work

Appendix 1

Marking codes – Displayed in all classrooms

	KS1 KS2
You have achieved the learning objective (highlight the LO)	Highlight pen code LO met - green highlighter LO partly met - orange highlighter LO not yet met - pink highlighter
Punctuation/ grammar/spelling error	KS1 stamper L KS2 arrow / clue KS2 arrow
Maths error	. (dot in pen)
Independent work suitable for moderation	
With support	 1:1 1:3 etc
Adult marking	Teacher/Trainee - red ink HLTA/ Teaching assistant - green ink S -supply code
Self- marking and editing by child	Purple polishing pencil or pen

Early years

In Foundation Stage, where relevant, learning and next steps are recorded electronically using Evidence Me.